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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The ten titles deal with the following topics: (1) an investigation and selective assessment of secondary school reading programs in Illinois; (2) a comparison of the content of oral and written responses of tenth grade students to selected passages; (3) a functional reading strategy in an eighth grade industrial arts/graphic arts program; (4) a vocational teachers' guide to student reading power; (5) teaching reading to low achievers in grades seven through nine; (6) a comparison of individualized and group-oriented reading methods related to critical thinking; (7) the effects of imposed and induced visual imagery strategies on ninth grade poor readers' literal comprehension of concrete and abstract prose; (8) secondary school teachers' perceptions of the importance, qualifications, and implementation of content area instruction; (9) content area reading instruction in the secondary schools of Connecticut; and (10) the effects of explicit-activated and implicit-activated antecedents on average third and eighth grade readers' resolution of anaphora. (HTH)

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READING AND STUDY SKILLS AND INSTRUCTION: SECONDARY:

Abstracts of Doctoral Dissertations Published in Dissertation Abstracts International, January through June 1981 (Vol. 41 Nos. 7 through 12)

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Abstracts of the following dissertations are included in this collection:

Dillingofski, Mary Sue

THE EFFECTS OF IMPOSED AND INDUCED VISUAL IMAGERY STRATEGIES ON NINTH GRADE DIFFERENCE-POOR READERS' LITERAL COMPREHENSION OF CONCRETE AND ABSTRACT PROSE

Dixon, Karen Marcavage

AN INVESTIGATION AND SELECTIVE ASSESSMENT OF SECONDARY SCHOOL READING PROGRAMS IN ILLINOIS

Kozey, Louisa Mina

A STUDY OF SECONDARY TEACHERS' PERCEPTIONS OF IMPORTANCE, QUALIFICATIONS, AND IMPLEMENTATION OF CONTENT AREA READING INSTRUCTION

Laine, Chester Harvey Coleman

A COMPARISON OF THE CONTENT OF ORAL AND WRITTEN RESPONSES OF TENTH-GRADE STUDENTS TO SELECTED PASSAGES

Luparelli, Augustus Nicholas

A FUNCTIONAL READING STRATEGY IN AN EIGHTH GRADE INDUSTRIAL ARTS/GRAPHIC ARTS PROGRAM

Otazo, Karen Laurie

THE VOCATIONAL TEACHERS' GUIDE TO STUDENT READING POWER

Piltch, Benjamin

A CURRICULUM GUIDE FOR TEACHING READING TO LOW ACHIEVERS IN GRADES SEVEN THROUGH NINE

Raffone, Frank John

A DESCRIPTIVE STUDY OF CONTENT AREA READING INSTRUCTION IN THE SECONDARY SCHOOLS OF CONNECTICUT

Shearer, James Elmo

A COMPARISON OF INDIVIDUALIZED AND GROUP-ORIENTED READING METHODS RELATED TO CRITICAL THINKING

Stevenson, Jennifer Anne

EFFECTS OF EXPLICIT-ACTIVATED AND IMPLICIT-ACTIVATED ANTECEDENTS ON AVERAGE THIRD AND EIGHT GRADE READERS' RESOULUTION OF ANAPHORA

THE EFFECTS OF IMPOSED AND INDUCED VISUAL IMAGERY STRATEGIES ON NINTH GRADE DIFFERENCE-POOR READERS' LITERAL COMPREHENSION OF CONCRETE AND ABSTRACT PROSE

Order No. 8023483

DILLINGOFSKI, MARY SUE, PH.D. *The University of Wisconsin - Madison*, 1980. 312pp. Supervisor: Professor Richard J. Smith

The purpose of the present study was to investigate the effects of imposed and induced imagery strategies on ninth grade difference-poor readers' literal comprehension of concrete and abstract prose passages. Imagery is imposed when illustrations of the content of passages are presented to students during their reading of the passages. Imagery is induced when students are instructed to make images of the content in their minds as they read passages.

The subjects for the study were fifty-seven ninth grade difference-poor readers. Difference-poor readers are defined as readers who have adequate decoding skills but who have difficulty comprehending what they read (Wiener and Cromer, 1967). Subjects were selected on the basis of their scores on the Stanford Diagnostic Reading Test, Blue Level, Form A (Karlsen, Madden, and Gardner, 1977). Subjects whose decoding scores (tests 3 and 4) were at or above grade level but whose comprehension scores (test 1) were at least one year below grade level were randomly selected for the study.

The reading selections utilized in the study included both concrete and abstract prose passages. Concrete passages are defined as easily visualizable passages with ready reference to concrete, tangible objects and events (e.g., "The barking dogs relentlessly chased the frightened kitten"). Abstract passages, on the other hand, are more general and less readily referenced to particular people, places, and things, and thus are more difficult to visualize (e.g., "One of the principles of American democracy is freedom of religion"). The two concrete and two abstract passages utilized in the study ranged in length from three hundred to four hundred words and were written at or near the subjects' grade level.

The dependent variables in the study were the subjects' scores on literal comprehension tests based on the concrete and abstract prose passages. The multiple-choice tests required the recognition or recall of ideas, information, and happenings explicitly stated in the materials read. There were two large research questions in the study: Which visual imagery strategy would be more effective with concrete prose? Which visual imagery strategy would be more effective with abstract prose?

Subjects were assigned to one of three treatments: imposed, induced, or control. On Day One, prior to treatment, all subjects in all conditions received one concrete and one abstract passage and the accompanying tests with no imagery instructions at all. On Day Two, subjects received the appropriate treatment (i.e., imposed, induced, or control), passages, and tests. Pretest scores (i.e., Day One scores) served as the covariate in an analysis of covariance. Adjusted mean scores from the ANCOVA were used in Dunn's planned comparisons tests for hypothesis testing.

The following conclusions were drawn: (1) Imposed imagery strategies can improve ninth grade difference-poor readers' literal comprehension of both concrete and abstract social studies textbook passages. (2) Induced imagery strategies can improve ninth grade difference-poor readers' literal comprehension of both concrete and abstract social studies textbook passages. (3) Ninth grade difference-poor readers benefit equally from imposed and induced imagery strategies when reading concrete social studies textbook passages. (4) Imposed imagery strategies may be more effective than induced imagery strategies for ninth grade difference-poor readers when reading abstract social studies textbook passages.

AN INVESTIGATION AND SELECTIVE ASSESSMENT OF SECONDARY SCHOOL READING PROGRAMS IN ILLINOIS

Order No. 8108490

DIXON, KAREN MARCAVAGE, PH.D. *University of Illinois at Urbana-Champaign*, 1980. 230pp.

In recent years, the well-publicized decline in standardized test scores and cases such as Peter Doe vs. the San Francisco Unified School District (Harper and Killarr, 1977) have spawned an outburst of public criticism directed at the public schools. Reading instruction and students' reading abilities are at the center of the controversy. But a question crucial to understanding the situation and correcting it if necessary has been ignored: What is the nature of the reading programs currently operating in the secondary schools, and how widely available is organized instruction at the secondary level? Hill (1971) noted "we know very little more about secondary school reading instruction and program operations in 1970 than we did one or two decades ago..." (p.28). Hill goes on to stress the need for detailed surveys and carefully reported results.

In Illinois, no thorough investigation of secondary school reading programs had been conducted since 1960. The present investigation was designed to determine the availability of reading instruction in secondary schools, to assess what proportion of the current programs might be considered good programs based on profession recommendation, to identify characteristics common to apparently successful programs, to discover needs in the areas of teacher training and program planning, and to determine the feasability of conducting a national study of secondary school reading programs.

A detailed questionnaire was sent to 1,100 middle, junior high, and senior high schools in Illinois. Responses from just under half of the schools indicated that reading instruction in some form was available in 78% of the schools. While this indicated some progress in terms of numbers of programs, remedial instruction was found to be offered most frequently, and there was some indication that nearly half of the students enrolled in reading classes were enrolled in classes designed to correct reading problems rather than to develop and refine reading skills. Advances in teacher training were revealed, but there still appears to be a shortage of qualified teachers in many areas. The most important finding in terms of the characterization of programs was the extremely small proportion of programs meeting the criteria of effective programs. Using a strict set of seven criteria, only 4.5% of the programs reported were considered exemplars of good programs; approximately 26% of the programs met three minimally accepted standards of quality. Nearly one-third of the reported programs were judged to have the potential to improve their quality.

Several suggestions are offered for improving program planning and teacher education, including increased articulation between secondary school reading educators and their colleagues in elementary schools; more systematic evaluation of the reading program; and the pooling of resources of small schools through consolidation in order to increase the likelihood of providing a program that meets the needs of all students.

A STUDY OF SECONDARY TEACHERS' PERCEPTIONS OF IMPORTANCE, QUALIFICATIONS, AND IMPLEMENTATION OF CONTENT AREA READING INSTRUCTION

Order No. 8101844

KOZEY, LOUISA MINA, PH.D. *University of Oregon*, 1980. 181pp. Adviser: Terry Bullock

In the pursuit of content learning and of functional literacy for lifelong learning there is need for all secondary teachers to teach reading skills integrated with content knowledge. Remedial reading classes have an adjunct role to play, as do developmental reading classes in secondary schools; however, reading instruction within content classes can directly address the unique demands of content materials and provide for immediate and intrinsically motivated application of the reading skills taught. Effective reading instruction in the content areas includes diagnosis and prescription, as well as general instruction and guidance, not only for handicapped learners, but also for average and above average students.

This study was designed to describe the relationships between the background factors of content area responsibility, teaching experience, and training in the teaching of reading, and secondary teachers' perceptions of the importance of, their qualifications for, and implementation of content area reading instruction, and to describe the relationships between perceptions of importance, qualifications, and implementation. In addition, for each content area, teachers' priorities were to be listed for the given twenty-seven teacher competencies with respect to importance in their content areas, discrepancies between ideal and actual practices, and apparent training needs. The study is a replication with modifications and an extension of Flanagan's 1975 competency-based study of the attitudes and perceptions of competency of a sample of secondary teachers in Oregon.

The population for this study was the body of secondary teachers in an urban area of Western Canada where training in the teaching of reading is not required for teacher certification or for completion of local university preservice programs for secondary teachers. The instruments used were the same or based on those developed by Flanagan; three sets of questions using five-point Likert type scales for importance, qualifications, and implementation, respectively, addressed the same twenty-seven teacher competencies. Data were gathered from 190 secondary teachers by means of a survey booklet. Research hypotheses were tested by means of independent one-way analyses of variance and Pearson product-moment correlation coefficients. Indices were computed and tabulated for further description of the population studied.

It was found that secondary teachers' perceptions of the importance of, their qualifications for, and implementation of content area reading instruction were significantly related to content area responsibility and training in the teaching of reading, but not to number of years of teaching experience. Results also revealed significant relationships between the three measures of importance, qualifications, and implementation. The indices of importance of the individual competencies in different content areas indicated that while there are basic teacher competencies that apply to the teaching of reading in all content areas, the emphasis on particular competencies differs with the content area. Indices of discrepancy and apparent training need provided a partial needs assessment for inservice education and changes related to content area reading instruction within the schools studied. A comparison of the findings of this study with the findings of Flanagan's study on the measures of importance and qualifications yielded one major difference. In this study training in the teaching of reading was a significant factor in teachers' perceptions of both importance and qualifications for content area reading instruction, while in Flanagan's study training in the teaching of reading was a significant factor in teachers' perceptions of qualifications only.

A COMPARISON OF THE CONTENT OF ORAL AND WRITTEN RESPONSES OF TENTH-GRADE STUDENTS TO SELECTED PASSAGES

Order No. 8107597

LAINE, CHESTER HARVEY COLEMAN, PH.D. *The Pennsylvania State University*, 1980. 204pp. Adviser: Mary M. Dupuis

This study investigated the influence of sex, mode of response (written or oral), and sequence of response modes (written-to-oral or oral-to-written) on the response content and response preferences of high school sophomores after reading selected literary passages. Ten male and sixteen female, white, middle-class, high school sophomores volunteered to participate in the study and were randomly assigned to the experimental conditions. All students obtained reading comprehension scores of at least 5.0 on Level 4, Form S of the *Comprehensive Tests of Basic Skills: Reading*.

Using the short stories of DeMaupassant as a source, five 100-word passages were selected and rewritten at a 4.5-grade reading level, as measured by a graph developed by Fry (1968). A free-association technique (Beach, 1972) was used to generate subjects' responses and Purves' content analysis scheme (1968) was used to code the oral and written protocols.

Subjects responded orally and in writing during individual 45-minute sessions. For both the oral and the written responses, the investigator presented each subject with one of the five passages and asked him or her to read it and respond according to standardized directions. An adaptation of Purves' Response Preference Measure (RPM) was administered following each response (Purves, 1973).

Following coding, the free-response protocols were transformed to percentages and frequencies of statements made in each content category. An extended 2 x 2 x 2 x 4-factorial design and Analysis of Variance with Repeated Measures was used to explore the main and interaction effects of the independent variables on the response content and response preferences. A .05 level of significance was used to test all research questions.

Findings generated by the investigation were as follows: (1) The content of the responses was not significantly influenced by sex or sequence of response modes. (2) A significantly greater proportion of oral statements was devoted to rhetorical filler, digressions, and comparisons to other works (6 percent), than written statements (2 percent); however, the proportion of statements devoted to the four major content categories was not influenced by the mode of response. (3) There were significant differences in the proportion of statements devoted to each of the four major content categories; Engagement-Involvement statements represented over half of all the responses (53 percent), while Perception (21 percent), Interpretation (17 percent), and Evaluation (5 percent) statements accounted for a smaller proportion. (4) A factor analysis of the RPM scores revealed that 69 percent of the variance on the adapted 12-item survey was accounted for by four factors, which the investigator labeled Evaluation of Importance, Emotional Involvement, Perception of Form, and Inferences About Characters. (5) While there were no significant differences in the preference scores due to mode of response or sequence of response modes, the interaction effect of sex and the four preference factors were significant. Females preferred questions related to Evaluation of Importance, Emotional Involvement, and Inferences About Characters, while males preferred questions related to Perception of Form.

A FUNCTIONAL READING STRATEGY IN AN EIGHTH GRADE INDUSTRIAL ARTS/GRAPHIC ARTS PROGRAM

Order No. 8103198

LUPARELLI, AUGUSTUS NICHOLAS, PH.D. *The University of Connecticut*, 1980. 120pp.

Technology, by its nature, has a unique vocabulary consisting of terms which are unfamiliar to the student and have specialized meanings. Industrial arts teachers have attempted to develop instructional strategies to facilitate an individual's technological literacy. However, the task is complicated because of the uniqueness of the vocabulary used to describe many of the tools, machines, materials and processes related to technology. The instructional strategies require the translation of technical information into a language which can be comprehended by middle and high school students. Therefore, students who participate in industrial arts programs need to be provided with exploratory experiences designed to improve their technological literacy and the decision-making process as it relates to a technological society.

The purpose of this study was to investigate a functional approach to reading instruction in graphic arts without reducing the time spent on industrial arts activities. The instructional strategy incorporated prepared reading guides within the structure of eighth grade graphic arts lessons and included selections from a graphic arts textbook which contained technical information and the technical vocabulary found in the world of work. The functional reading strategy was a teaching methodology that incorporated the use of reading guides to assist students in adapting basic reading skills implicit in the graphic arts materials read in class. The reading guides were designed to guide the reader through three levels of comprehension as they apply to a specific passage in the graphic arts textbook.

A total of four cloze tests were administered to 156 eighth grade students as a means of assessing reading achievement. Three specific cloze tests were administered one week apart and based on the material read in the graphic arts textbook. A last test, the transfer cloze, was administered one week after the last specific cloze test. The transfer cloze test assisted in assessing whether the functional reading strategy affected the students' ability to process information which had not been previously studied with the assistance of a functional reading strategy and reading guides.

The results of the study indicated an increase in the reading achievement of the treatment group based on the group's performance on the specific cloze tests. The functional reading strategy positively affected the comprehension of graphic arts material among students exposed to a reading strategy in an eighth grade industrial arts program. However, there was no statistically significant difference between groups on the performance on the vocabulary test even though the treatment group scored slightly higher than the control group. Consequently, there was little indication of vocabulary development in the content area of graphic arts as a result of the functional reading strategy.

The Purdue attitude scale was administered as both a pretest and posttest to determine the students' attitude toward graphic arts before and after taking part in the functional reading strategy. The treatment group scored lowest on the attitude posttest. On the basis of the attitude scores, it was evident that participation in the reading strategy was not favored by the treatment group. The control group's scores on the attitude posttest were higher than the treatment group's scores indicating the additional time spent on graphic arts printing activities accounted for the significant increase in interest.

THE VOCATIONAL TEACHER'S GUIDE TO STUDENT READING POWER

Order No. 8108237

OTAZO, KAREN LAURIE, ED.D. *University of Northern Colorado*, 1980. 248pp.

Introduction. This work is written in seven modules, each of which could be used independently of the others by the target readers listed in a following paragraph. Each module contains explanatory material, examples, a glossary, and a list of references. In addition, each module incorporates several activities designed to assist the reader in practicing the principles outlined in the module and gaining mastery of them. Examples of activities for students are also included.

Goals of the Project. (1) To help vocational teachers teach the process of reading in their instruction of vocational skills. (2) To serve as a training vehicle for inservice training personnel working with vocational teachers and support personnel to help with the teaching of reading skills within vocational instruction. (3) To act as an easily understood resource for vocational teachers who want to better understand the components of the reading process. (4) To provide practical and useable devices and techniques for vocational teachers to utilize in combining instruction in reading with instruction in the vocational subject area.

The Project. Module I outlines the need for content-area teachers, and especially vocational teachers, to teach reading skills in their classrooms. A literature review is presented which supports this concept and highlights the poor reading ability of vocational students.

Module II consists of an overview of what the average teacher can expect to discover from the results of standardized reading tests. Procedures for construction of informal reading tests are given. Methods to determine levels of reading are described.

Module III provides methods for assessing students' ability to read and use textbooks. A check list for student study skills is incorporated here.

Module IV shows how to assess textbooks' utility in an individual classroom through the use of a checklist and readability formulas. Methods for rewriting for better readability are included.

Module V outlines methods by which students can be helped to see the organization of their textbook and its chapters. Progressive methods, from simple to complex, are presented for teaching organizational skills.

Module VI illustrates the development of comprehension and study skills. These skills include reading comprehension, outlining, using study guides, notetaking techniques, and using tape recordings.

Module VII describes several techniques for teaching and learning vocational vocabulary. Specific approaches presented include context clues, phonic and structural analysis, and selection and construction of student exercises.

Target Readers. This project addresses the following target readers: (1) The vocational teacher. (2) The reading specialist. (3) The special education teacher. (4) The industrial arts teacher. (5) The staff development specialist. (6) The state department of education specialist. (7) The lay reader.

A CURRICULUM GUIDE FOR TEACHING READING TO LOW ACHIEVERS IN GRADES SEVEN THROUGH NINE

Order No. 8111363

PELTCH, BENJAMIN, ED.D. *Hofstra University*, 1980. 157pp.

In urban and some suburban schools, large numbers of high school students drop out. This is a problem that should be addressed by contemporary pedagogues. Perhaps if we can search for and find ways to meet the immediate and relevant needs of junior high school students, we might encourage them to assert themselves to work towards avoiding failure. This could result in not only better achievement in reading, but also a desire to stay in school during the high school years.

One innovative and possible productive means for reaching the low-achievers who are reluctant and unmotivated students is to blend reading skill instruction with survival or realistic life experience. In order for reading teachers to incorporate a systematic program for teaching reading through the use of survival materials, appropriate resource materials must be available. A most conducive format for developing the framework for a survival-reading syllabus is a curriculum guide.

A search of the literature indicated there is a substantial number of studies on the teaching of reading. However, reading curriculum guides do not mesh reading with life needs. A further search of survival manuals found they do not systematically blend reading skill instruction with the immediate, perceived needs of the students. Therefore it is appropriate to write a curriculum guide to fill this void.

An exploration of curriculum theory was made. From the data gathered, one could write a survival-reading curriculum guide based on the best curriculum theory available. The curriculum guide developed for this study is one that meshed reading and the survival needs of reluctant learners who are poor achievers.

The reading objectives developed for this guide are based on Frederick Davis' skills model and Frank Smith's psycholinguistic processes. These skills and processes are linked with the realistic and recognized needs of the student. Model lessons have been designed to illustrate how reading instruction and survival topics may be joined. Nine survival topics have been selected and each has become a unit for the purposes of providing a framework for instruction.

Once the pupils have been diagnosed, it is suggested that the Andragogical model be utilized. In this model, the teacher and the pupil meet. The teacher helps the pupil understand his/her weaknesses and shows the pupil the component lessons for each unit. The pupil then makes a decision as to which unit he/she wishes to begin learning.

Regardless of what setting or program it is used in, there are certain universal principles that should be followed. There should be formal, informal and ongoing diagnosis. The lessons should be prepared in advance and sample materials should be available. The teacher should help pupils to make their own decisions as to what unit they prefer to work on. The pupils must then understand that they have a large responsibility for putting forth a determined and sincere effort to learn. The teacher may want to serve as a facilitator. In the role of a facilitator, the teacher provides materials, presents tasks to be done and carefully evaluates pupil performance. Direct instruction is given to the pupil who tries but is unable to follow directions or perform the required task.

If a pupil who is turned-off by the conventional curriculum is motivated to study what he/she sees as relevant, then this curriculum is significant.

If this curriculum provides a teacher with a framework for reaching a pupil and helping that pupil improve his/her reading, then it is worthwhile.

If a pupil progresses with the use of survival materials and sees the importance of needing to read, perhaps he/she will try to read one's textbooks or other conventional materials.

If the survival-reading curriculum brings a reluctant learner and a frustrated teacher together in a more positive relationship, then both teacher and pupil can see that there are ways to succeed in a previously difficult climate.

A DESCRIPTIVE STUDY OF CONTENT AREA READING INSTRUCTION IN THE SECONDARY SCHOOLS OF CONNECTICUT

Order No. 8102743

RAFFONE, FRANK JOHN, PH.D. *International College*, 1980. 162pp.

The purpose of the present study was to investigate the status of the content area reading programs in the secondary schools on Connecticut. Through the use of a twenty-one item questionnaire, the present study sought to ascertain the status of curriculum development in content area reading; the extent of the training in reading of professional staff members; and the administration procedures of content area reading programs.

One hundred and twenty-four questionnaires were sent to a proportionally, stratified, random sample in the State of Connecticut. One hundred and two schools responded to the questionnaire.

A percentage was calculated for each response. The variance, or degree of precision, was then calculated for each percentage, so that the .95 confidence interval could be obtained.

Analysis of the data yielded the following findings: (1) Only 38% of the secondary schools in the sample had organized content area reading programs. (2) Only 4% of the secondary schools in the sample had written curricula with provisions for teaching reading in the content areas of English, Mathematics, Science, and Social Studies. (3) One or more teachers in all four content areas had participated in staff development reading training activities in only 30% of the secondary schools in the sample. (4) Standardized test data on all students were available on student's cumulative folder in 52% of the schools in the sample. (5) In the majority of the schools in the sample, a majority of teachers accepted the readability levels of textbooks as stated by the publishers. (6) Administrators and teachers, due to time constraints, had placed insufficient emphasis upon teaching reading in the content areas of English, Mathematics, Science, and Social Studies.

A COMPARISON OF INDIVIDUALIZED AND GROUP-ORIENTED READING METHODS RELATED TO CRITICAL THINKING

Order No. 8106340

SHEARER, JAMES ELMO, PH.D. *United States International University*, 1980. 226pp. Chairperson: Walter T. Beckman

The Problem. The problem of the study was to prove whether individualized or group-oriented lessons provided the best method to increase critical reading skills.

Method. Of the 120 eighth-grade subjects, 60 participated as the control group receiving a regular individualized program and 60 formed the experimental group. The design of the experiment was a simple posttest to determine the influence of the independent variable which was the group oral activities involving use of the Ruddell model for formulating questions. The instrument used to determine students' use of logic, evaluation of internal consistency in an argument, identification of an author's point of view and discernment and comparison of related content from various sources was the Stanford Achievement Test, Intermediate Level II, Form A published in 1973. The method of comparison of control and experiment groups was the statistical means. The method used to ensure comparability of groups I and II in the student selection process was stratified random sampling. The *t* test to measure equality of mean scores was at the 95 percent confidence level.

Results. There was no significant difference in achievement, although the experimental group did show improvement. Both groups did grow and improve which was a confirmation of both instruction methods. Sixth grade reading level students showed significant improvement in the experimental group. All other reading levels did not show significant improvement in the experimental group, but they did outgain the control group at every level. By reading grade level, it was determined the experimental group had improved vocabulary scores overall and the experimental reading technique produced higher mean scores in all areas--literal, inferential and comprehension, which was the total of the literal and inferential scores. Higher vocabulary scores were found with sixth grade reading level students. Though there were no general significant differences, the tendency was for the experimental group to perform better than the control. As to which method produced a more enjoyable experience, pretest and posttest showed more negative responses from the control group and more positive from the experimental. However, the variance in the number of negative responses was reduced in both experimental and control groups in the posttest.

The experience of the experimental group be accepted as a viable alternative for reading teachers who feel unable to manage an individualized reading program. Improved attitudes were in evidence in both groups, so it must be concluded that one method was not more beneficial than the other in producing improved reading attitudes and, in fact, both methods seemed to improve attitudes. Statistical evidence suggested neither reading method should necessarily be preferred to the other to improve critical thinking. Materials should be selected and questions written so that critical thinking is maximized. Selection must involve suitability so that it can be used for critical thinking. Another recommendation would be to concentrate on a central theme instead of including many areas of human concern. This was especially true of the junior high grades.

EFFECTS OF EXPLICIT-ACTIVATED AND IMPLICIT-ACTIVATED ANTECEDENTS ON AVERAGE THIRD AND EIGHTH GRADE READERS' RESOLUTION OF ANAPHORA

Order No. 8028210

STEVENSON, JENNIFER ANNE, PH.D. *The University of Wisconsin - Madison*, 1980. 355pp. Supervisor: Professor Thomas C. Barrett

Anaphora is a language relationship in which a word or phrase is used in place of another word or phrase. In written text readers must determine that the two parts of the anaphora, the antecedent and the anaphoric term, corefer to the same concept.

The study examined the effects of two types of antecedents on readers' resolution of anaphora, at two levels of reading maturity. The antecedent types were: explicit-activated (*E*) and implicit-activated (*I*). The first type was an antecedent explicitly stated in the text and also probably psychologically activated in memory at the time of reading the anaphoric term. The second type was an antecedent not directly stated, but so highly implied by criterial details in the text that it was also probably psychologically activated prior to and at the time of the anaphoric term. The two antecedent types thus defined varied the linguistic form of the target information but held constant the factor of psychological activation of the information in memory. Previous studies contrasting explicit and implicit situations have found an advantage for the former. This may have been due as much to variations in psychological activation as to variations in linguistic form. The effects of the two types of antecedents were examined with immature and maturing readers. The purpose of the study was to determine whether there was a difference between the processing of activated explicit and implicit antecedents on anaphora resolution, and, if so, whether the difference might lessen as readers mature.

Each antecedent was paired with two anaphoric terms, *it* and *they*, within four-sentence paragraphs. All *E* passages stated the antecedent in the first sentence; all *I* passages strongly implied it. The first three sentences contained critical details intended to activate the antecedent concept, and the last sentence contained the anaphoric term. Antecedent concepts and activation details were determined through pilot studies. Corresponding passages were written at two readability levels, third and eighth grade. Average third and eighth grade readers read passages at the appropriate level, then answered anaphora-resolution probes.

Results showed that readers at both levels were significantly more adept at resolving anaphora with explicit-activated antecedents than with implicit-activated antecedents. The mean *E* - *I* difference was smaller at the eighth grade than at the third grade, but the interaction effect was not significant. There were also significant main effects for the variations of reading level (eighth > third), anaphoric terms (*it* > *they*), and the animate or inanimate nature of the antecedent (animate > inanimate). Finally, there were no significant interactions among any variables, showing that the effects of the variation of most interest in the study, *E* and *I* antecedents, occurred consistently across all conditions.

It was concluded that the explicit statement of information was a powerful cue in this study, for two possible reasons. First, it may be that the form of the linguistic information must always differentially affect the amount of psychological activation. That is, perhaps no implicit situation, however strong, can induce psychological activation equal to the induced by a direct statement. Alternatively, perhaps the major reason for the explicit advantage shown here was that all subjects were immature readers, who therefore lacked experience with inferential situations.

Future research should contrast these types of antecedents with mature readers, since it may be that sophisticated readers can process explicit and very strong implicit cues with equal ease. The observed smaller *E-I* difference in this study may indicate the beginning of a change from immature to mature readers. Also, future experiments should re-examine the *it* advantage and the animate advantage shown here, since an analysis of errors indicated that these effects may be unique to this study.

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